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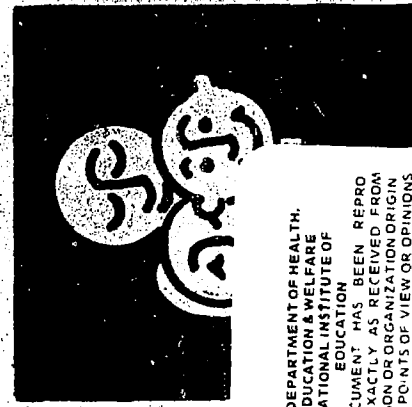
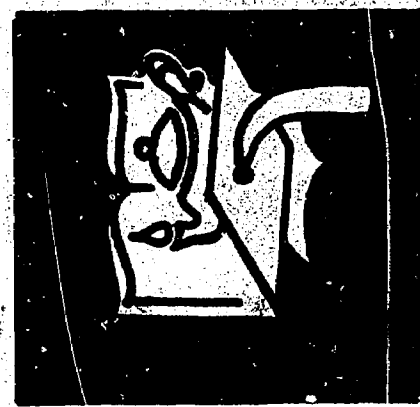
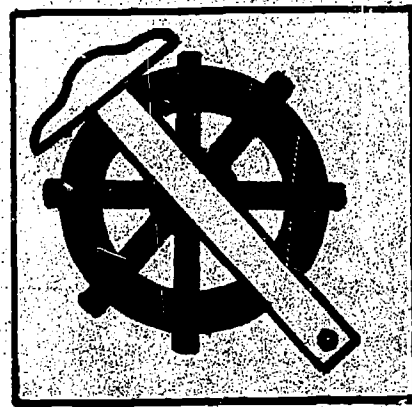
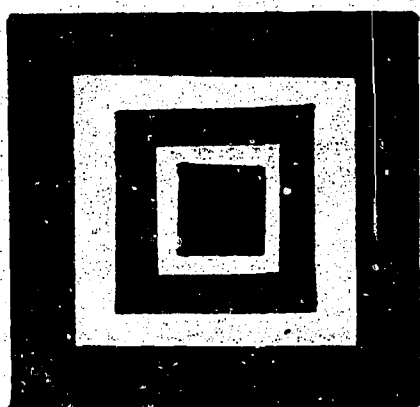
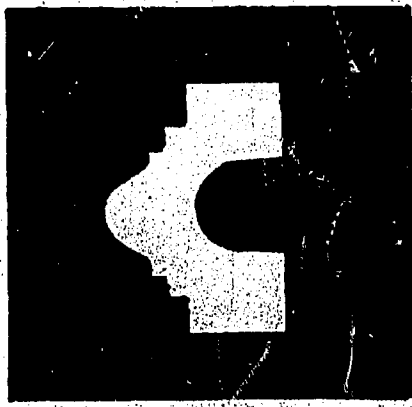
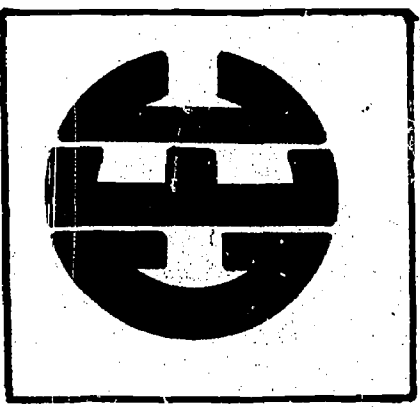
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ABSTRACT

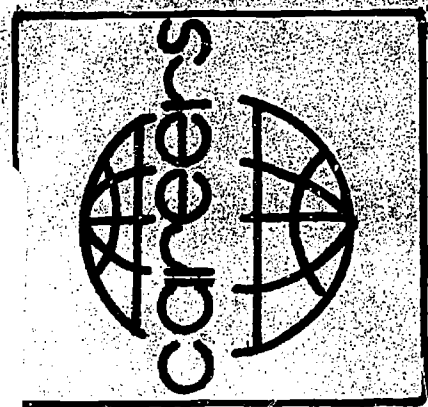
The guide is arranged in vertical columns relating the sociology curriculum concepts to curriculum performance objectives, career concepts and career performance objectives, suggested teaching methods, and resource materials. Career information on twenty occupations includes comments on what a person in the occupation does, the level of education required, approximate salary range, approximate number of people in the field, and employment opportunities. Space is provided for teachers' additions, deletions, notes, and criticisms, which will be useful when the guide is revised. Appendixes list suggestions for teaching-learning activities; career development concepts; significant terms and names in sociology; organizations, periodicals, and selected references for career information, and audio-visual source information. (AG)

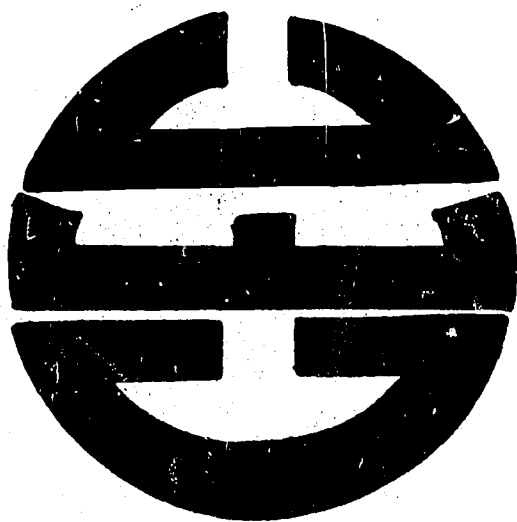


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Career - Curriculum Guide
CAREER EDUCATION CENTER
HARLANDALE INDEPENDENT SCHOOL DISTRICT
3705 ROOSEVELT
SAN ANTONIO, TEXAS 78214

SOCIOLOGY





CAREER EDUCATION CENTER

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SAN ANTONIO, TEXAS

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SOCIOLOGY

CURRICULUM GUIDE

Mrs. Karla Galindo
Social Studies Consultant

Career Education Center
Harlandale Independent School District
San Antonio, Texas

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Mrs. Lucylle V. Deasey - Project Director - Career Education Program

Mr. William H. Bentley - Director of Vocational Education

Mr. William R. Marshall - Director of Curriculum

Miss Mary E. Daunoy - Secondary Consultant

Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

Gratitude is also expressed to the Texas Education Agency, Character Education Project, Education Service Center-Region 20, Minnie Stevens Piper Foundation, and the Career Education Project Staff.

PHILOSOPHY

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the path-way to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.



C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

WHAT IS HISTORY?

"History is past politics, and politics present history," --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --

Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

S O C I O L O G Y

(a one quarter course)

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SOCIOLOGY: A SOCIAL SCIENCE - Definition - Characteristics - Scope - Methods of inquiry - Value - Significant terms	The student should be able to perform the following activities: 1. In a one page paper, define <u>sociology</u>. 2. Name at least two characteristics of sociology. 3. Briefly explain the methods of inquiry of sociology. 4. Define correctly with 90% accuracy a list of significant terms in sociology. 5. In a one page paper, explain why it is more difficult to maintain objectivity in the social sciences than in the natural sciences.	CONCEPT: There are many job opportunities for sociologists today. OBJECTIVE: The student should be able to name three areas of specialization for the sociologist. Example: demographer.	SOCIOLOGISTS: 1. The objective of the sociologist's study involves people and their customs. 2. Almost all careers in sociology require graduate training. 3. About 10,000 people were employed as sociologists in 1968. 4. Most sociologists make from \$10,000 to \$25,000 per year. 5. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the relative merits of "pure" versus "applied" research. 2. Have the students prepare a panel discussion on the importance of sociology in modern America. 3. Have the students read William B. Cameron's <u>Informal Sociology</u> and Staurot Chase's <u>The Proper Study of Mankind</u>. CAREER: 1. Ask a sociologist to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4639 What is Science CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 367 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Sociological Association 1722 North Street, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Sociologists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HISTORICAL BACK- GROUND - Development - Auguste Comte - Herbert Spencer - Lester Ward - Twentieth Century	The student should be able to perform the following activities: 1. In a two page paper, discuss the historical development of the field of sociology. 2. Name Auguste Comte's major contribution to sociology. 3. Explain briefly what Ward and Spencer contributed to sociology. 4. Name two ways your community might utilize the assistance of sociology.	CONCEPT: Those who research, analyze, and evaluate such information are called historians. OBJECTIVE: The student should be able to participate in a class discussion about the contributions of historians.	HISTORIAN: 1. Historians are primarily engaged in teaching, research, or writing. Some historians are archivists. They identify, preserve, and make available documentary materials of historical value. 2. A graduate degree is usually necessary for a position in this field. 3. A historian working for the government usually makes from \$6,500 to \$20,000. Those working in colleges and universities make about \$7,000 to \$18,000. 4. There are approximately 15,500 people employed as historians. Employment in this occupation is expected to increase rapidly in the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the historical development of the field of sociology. 2. Have some students prepare oral reports on the lives of Comte, Spencer, and Ward. 3. Have each student read a different book about the account of the development of sociology. Then have the students compare accounts. CAREER: 1. Ask a historian to visit the class to discuss his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 377 Dictionary of Occupational Titles <u>Occupational Outlook Handbook</u> 2. Write to: American Historical Association 400 A Street, S.E. Washington, D.C. 20003 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Historians	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SOCIAL ORGANIZATION - Basic forms - Groups - Roles - Changes - Social control	The student should be able to perform the following activities: 1. Name the five basic forms of social organization. 2. Name six types of group interactions. 3. Name the four types of groups. 4. List the structure and functional characteristics of roles. 5. In a two page paper, explain some of the changes in social organization. 6. Name the three types of social control.	CONCEPT: Groups interact through competition in professional athletics. OBJECTIVE: The student should be able to name some advantages and disadvantages of being a professional athlete.	PROFESSIONAL ATHLETES: 1. Professional athletes may play in the following areas: baseball, football, basketball, hockey, tennis, golf, bowling, boxing, wrestling, etc. 2. High school and college is helpful for most sports and especially for other employment when the athletic career is over. 3. Salaries are quite varied in professional athletics. 4. There are few opportunities in this area, and the competition is heavy.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a panel of students discuss how much insight into the social organization of the people of other nations is likely to be gained by the American tourist abroad. 2. After reading Ruth Benedict's <u>Patterns of Culture</u>, have several students present a panel discussion dealing with the usefulness of the comparative method in understanding the development of man's social institutions. CAREER: 1. Ask a professional athlete to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm Belonging to the Group CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 36 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Harlandale Audio-Visual Center: cassette tape- Cas.T.-52 Golf Professional	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CULTURE			
- Definition	The student should be able to perform the following activities:	CONCEPT: Cultural anthropologists study the social history of an area or group to understand the way of life.	CULTURAL ANTHROPOLOGISTS: 1. Anthropologists study cultures of many groups. The areas of study might be art, language, religion, etc.
- Characteristics	1. Briefly define <u>culture</u> .		
- Anthropology and culture	2. Name the seven characteristics of culture.		2. A graduate degree is usually required for most positions in this field.
- Subcultures	3. In a two page paper, discuss how anthropological studies have brought understanding of many of the important processes governing cultural development.	OBJECTIVE: The student should be able to name two ways the findings of a cultural anthropologist could help us.	3. The salary range is usually from \$8,000 to \$20,000 +.
- Norms	4. List the three types of subcultures.		4. There are about 3,100 people in the field of anthropology. Out of this number, twenty percent are women.
- Dynamic nature of culture	5. Define the term <u>norm</u> .		5. The number of anthropologists is expected to increase throughout the 1970's.
	6. Write a one page paper on the dynamic nature of culture.		

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have some students prepare reports on the effects of culture contacts resulting from World War I. 2. Have some students study some of the early North American Indian cultures and present a combined and comparative report to the class. 3. Have each student choose an invention from the Industrial Revolution and trace its origin and development. 4. Have the students prepare panel reports on the following topics: Is There an Over-emphasis on the Material Aspects of American Culture? and Implications of the Ever-increasing Pace of Culture Development. CAREER: 1. Invite an anthropologist from one of the local universities to visit the class and discuss his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Americans All CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 197 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Education Service Center, Region 20: 16mm films- 8691 Man on the Land 8878 Prehistoric Images - The First Art of Man 3. References: <u>Places and People</u> by Margaret Mead 4. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Anthropologists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SOCIALIZATION PROCESS - Definition - Character- istics - Development of the "Person" - Peer group	The student should be able to perform the following activities: 1. In a one page paper, define and explain the socialization process. 2. Name six characteristics of socialization. 3. List the four main steps in the development of the "person." 4. Define the term <u>peer group</u>.	CONCEPT: Psychologists study various aspects of human behavior. OBJECTIVE: The student should be able to name at least four places where psychologists are employed. Examples: schools, hospitals, etc.	PSYCHOLOGISTS: 1. Psychologists study human behavior by means of psychological tests, personal interviews, case histories, experiments, surveys, etc. 2. A master's degree is the minimum requirement for a psychologist. 3. Earnings vary considerably in this field. They may range from \$15,000 to \$45,000 + a year.

SUGGESTED TEACHING METHODS

AUDIO-VISUAL AND RESOURCE MATERIALS

TEACHER'S COMMENTS

CURRICULUM:

1. Have each student prepare a brief, clinical description of the personality of some person he knows well.

2. Have the students read Charles H.

Covey's book Human Nature and the Social

Order and report on the concept of the "looking-glass self."

3. Have some students present a panel discussion on heredity and environment in the development of personality.

CAREER:

1. Ask a psychologist to speak to the class about his work.

CURRICULUM:

1. Education Service Center, Region 20:

16mm films-

3901 Psychological Differences Between the Sexes

8672 How to Solve a Problem

2. Harlandale Audio-Visual Center:

record with filmstrip-

PR-344 Failure: A Step Toward Growth

3. San Antonio Public Library:

16mm films-

Answering the Child's Why

Belonging to the Group

Children on the Move

Early Social Behavior

Facing Reality

Feeling of Hostility

Improve Your Personality

Individual Differences

Life With Baby

The Self-Motivated Achiever

Shyness

CAREER:

1. School Counselor or Librarian:

SRA Occupational Brief # 137

Dictionary of Occupational Titles

Occupational Outlook Handbook

2. Write to:

American Psychologist Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PRIMARY AND SECONDARY GROUPS - Definitions - Primary relations - Primary groups - Functions of primary groups - Secondary groups - Face-to-face groups	The student should be able to perform the following activities: 1. Define <u>primary group</u> and <u>secondary group</u>. 2. Name at least three ephemeral groups. 3. Write a three page paper discussing primary and secondary groups and their effect on behavior. 4. Name one primary group and one secondary group. 5. List three functions of a primary group.	CONCEPT: Social workers work closely with the primary group of each of their clients. OBJECTIVE: The student should be able to name at least three areas of specialization for social workers.	SOCIAL WORKERS: 1. Social workers attempt to alleviate or eliminate social problems, give advice, arrange for medical or financial assistance, refer clients to counseling services, housing facilities, etc. 2. The minimum educational requirement for social workers is a bachelor's degree. A graduate degree is necessary for certification. 3. The salaries for social workers range from about \$6,000 to \$15,000 + a year. 4. There is a shortage of social workers in the United States. There are about 13,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have each student study a class in action and list the observable forms of interaction. 2. Have the students prepare a panel discussion on the following topic: One is Known by the Company He Keeps. 3. Have each student design and draw a poster showing groups interacting. CAREER: 1. Ask a social worker to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8942 Parents Are People Too 2. San Antonio Public Library: 16mm films- Belonging to the Group Children's Emotions A Family Affair Family Life CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 80 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Harlandale Audio-Visual Center: filmstrip- I-87 Social Service and the Social Worker cassette tape- Cas.T.-43 Social Worker magnetic tape- Mag.T. Social Worker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SOCIAL STRATIFICATION - Definition - Social categories - Caste and class - Empirical investigation - Social suppression - Social status and mobility	The student should be able to perform the following activities: 1. Briefly define <u>social stratification</u>. 2. Define <u>caste</u> and <u>class</u>. 3. In a one page paper, define <u>empirical investigation</u>. 4. List six criteria of class belonging. 5. Name three objects of social suppression.	CONCEPT: In America, many feel that possession of a college degree brings respect and prestige. OBJECTIVE: The student should be able to name three special qualifications for college teachers. Examples: openness to new ideas, intelligence, etc.	COLLEGE TEACHER: 1. College teachers specialize in one particular curriculum area. They instruct their students through the use of lectures, discussions, and laboratory work. They must keep well informed in their particular field, engage in research, and write articles and books. 2. A graduate degree is necessary for most starting positions. A Ph.D. is preferred. 3. The salaries in 1969 ranged from about \$6,330 to \$28,490. 4. Because college enrollment is increasing, the demand for college teachers is fairly constant.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Prepare a list of occupations. Ask each student to rank the occupations and then compare the rankings. What conclusions are suggested by the results? 2. Using clippings from newspapers, magazines, and similar sources, prepare a bulletin board display on vertical mobility in the present-day United States. 3. Have each student interview at least five parents of younger children in their neighborhood. Ask the parents what they hope their children will achieve in life. Without using actual names, explain to the class how the findings relate to social mobility. CAREER: 1. Ask a college teacher to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8893 What Color Are You 2389 Phoebe - Story of Premarital Pregnancy 8432 VD - See Your Doctor 2113 Merry-Go-Round 2. Harlandale Audio-Visual Center: record with filmstrip- PR-589 What is Prejudice CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 183 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Association of University Professors 1 Dupont Circle Washington, D.C. 20036 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-39 Professor	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ASSOCIATIONS AND INSTITUTIONS - Definitions - Characteristics - Structure - Contrasts	The student should be able to perform the following activities: 1. Define and list the characteristics of associations and institutions. 2. In a three page paper, discuss the development of the American educational system.	CONCEPT: One institution may be served by many associations. The institution of education is served by schools, universities, private groups, etc.	ELEMENTARY AND SECONDARY TEACHERS: 1. Teachers instruct students, plan and prepare lessons, give assignments, prepare and grade tests, keep records, etc. 2. The minimum requirement is a bachelor's degree.
3. List five functions that were transferred from one institution to another during the administration of Franklin D. Roosevelt.		OBJECTIVE: The student should be able to name at least three areas of specialization for teachers. Examples: elementary, secondary, kindergarten, special education, vocational education, music, college, etc.	3. Salaries vary according to the area in question. The range is usually from about \$5,000 to \$15,000 +.
			4. The opportunities are good in some areas, other areas have an oversupply of teachers.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Prepare a bulletin board exhibit showing the primary functions of basic institutions. 2. Have the students prepare a debate on the topic of federal aid to education. 3. Have the students prepare a panel discussion on the following topic: How Can (or should) the Educational Institution Contribute to Our Culture? CAREER: 1. Have the students interview several teachers about their work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2301 Challenge and the Chance CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-35 High School Teacher 2. School Counselor or Librarian: SRA Occupational Brief # 5 and # 39 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 3. Write to: National Education Association 1201 Sixteenth Street, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
COLLECTIVE BEHAVIOR	The student should be able to perform the following activities:	CONCEPT:	FASHION DESIGNER:
- Definition	1. Define the term collective behavior.	The spread of a new fashion style is similar to a fad, but tends to persist over a longer period of time.	1. The fashion designer is an artist with a sense of line, color, and form. Knowledge of details such as fabrics or accessories is necessary.
- Characteristics	2. List the characteristics of unstructured collective behavior.	Adherence to tradition and unexpected innovation	2. Designers are usually expected to have a college degree or from two to four years of training at a school specializing in fashion design.
- Crowds	3. Name three basic preconditions of collective behavior.	both characterize cultural attitudes toward fashion.	
- Behavior patterns	4. In a one page paper, explain the characteristics and types of crowds.	OBJECTIVE:	3. Beginning designers usually make
- The public opinion	5. List six characteristics of the public.	The student should be able to list at least one special ability needed by a fashion designer. Examples: knowledge of fabrics, sketching, etc.	from \$85 to \$125 a week. With experience, they usually make from \$8,000 to \$30,000 a year. Top-level designers may earn as much as \$50,000 to \$100,000 a year.
- Propaganda	6. Briefly define <u>social movements</u> , <u>fads</u> , <u>fashion</u> , and <u>rumor</u> . 7. Define <u>public opinion</u> and <u>propaganda</u> .		4. The fashion industry is expanding and opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have each student observe the activities of spectators at one of the school athletic events. 2. Ask a representative of the local police or sheriff's department to speak to the class in regard to problems involved in handling large groups of people or "mob" situations. 3. Have the students prepare a panel discussion on the advantages of "going along with the crowd." 4. Have each student do research on a mass movement in the United States. CAREER: 1. Ask a fashion designer to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film-- Public Opinion CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 142 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2., Write to: New York Fashion Designers 1457 Broadway New York, New York 10036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POPULATION - Definitions - Malthusian theory - Demographic factors - Statistics - Migration - World population growth - Immigration - Gerontology	The student should be able to perform the following activities: 1. In a one page paper, explain the Malthusian theory. 2. Write a three page paper explaining world population growth. 3. Define <u>gerontology</u>. 4. Name the four significant population ratios relating to birth and death. 5. Distinguish between <u>migration</u> and <u>immigration</u>.	CONCEPT: The rapid increase in population has had a profound effect on our way of life. Those who study population trends and growth are called demographers. OBJECTIVE: The student should be able to list and explain five reasons why demographic information is important. Example: projected housing needs, etc.	DEMOGRAPHER: 1. A demographer is a sociologist who specializes in the study of population changes. 2. Usually the minimum requirement for a sociologist is a master's degree with a major in sociology. 3. In 1970, the earnings for sociologists was about \$9,000 to \$20,000 +. 4. The employment outlook in this profession is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have several students assume the identities of leaders of various countries, such as Communist China, Japan, the Republic of Indonesia, etc. After researching the population problems and steps taken to meet them in each country, hold an "international conference" exchanging views and information before the class. 2. Have the students prepare a bulletin board display to illustrate the steps taken by man to make his life more secure and raise his standard of living despite growing population. 3. Have the students write to the UN and UNESCO for information on the world population problem. CAREER: 1. Ask a demographer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8227 Land of Immigrants 8637 Population Ecology 2151 Population Ecology 4481 Population Patterns of the United States 2188 Standing Room Only 2. Harlandale Audio-Visual Center: - record with filmstrip- - PR-734(BB-70) Population Statistics - PR-734(BB-71) Population Trends CAREER: 1. School Counselor or Librarian: - SRA Occupational Brief # 367 - Dictionary of Occupational Titles - Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ECOLOGY - Definition - International aspects - The city - Ecological processes - Trends today	The student should be able to perform the following activities: 1. Define <u>ecology</u>. 2. Write a two page paper on the international aspects of ecology. 3. List six ecological processes. 4. Name and explain three ecological traps. 5. Name some of the most serious ecological problems facing the United States.	CONCEPT: Those who develop plans for the future of cities are called city planners. OBJECTIVE: The student should be able to list at least ten problems a city planner might encounter when designing future city development and expansion.	CITY PLANNERS: 1. A city, or urban, planner is responsible for developing plans and programs for the growth and re-development of urban areas. 2. A master's degree in planning is most desirable for work in this field; however, some beginning positions require no more than a bachelor's degree. 3. The salary depends on the experience of the individual and on the size of the city. The salary may range from about \$8,000 to \$30,000. 4. There were about 8,000 people employed as city planners in 1970. This profession is expected to grow throughout the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a bulletin board display showing some ecological problems of today in the United States. 2. Ask a city representative to speak to the class about special ecological problems in your local community. 3. Have the students make posters depicting ecological problems of the day. CAREER: 1. Have a city planner from San Antonio visit the class to explain his job responsibilities.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films-- 4127 Conserving our Forests Today 4128 Conserving Our Mineral Resources 4128 Conserving Our Water Resources Today 8692 To Clear The Air 8902 The Persistent Seed 2. Harlandale Audio-Visual Center: record with filmstrip-- PR-735(BB-72) Some Ecological Considerations PR-735(BB-73) Evolution and Extinction PR-736(BB-74) Pesticides PR-736(BB-75) Pollution 16mm film-- 16-291 What is Ecology 3. San Antonio Public Library: 16mm film-- Mc Morrow Will Not Wait CAREER: 1. School Counselor or Librarian: SiA Occupational Brief # 209 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Institute of Planners 917 Fifteenth Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE FAMILY - Definition - Importance - Classification - Functions - Changes - Family breakdown - Family stability	The student should be able to perform the following activities: 1. In a one page paper, explain why monogamy is man's most common form of marriage. 2. List the functions of the modern American family. 3. In a three page paper, explain how the American family has changed since colonial times.	OBJECT: Changing attitudes toward divorce have increased the demand for divorce lawyers. OBJECTIVE: The student should be able to name and explain at least five areas of specialization in law.	LAWYERS: 1. It is the responsibility of a lawyer to advise and represent clients in courts of law. 2. An individual must be admitted to the bar before he can practice law in the courts of a state. The prerequisite to the bar exam is usually at least three years of college plus graduation from law school. 3. Beginning lawyers usually make around \$9,000. With experience and success, some make as much as \$35,000 +. 4. There were 280,000 lawyers employed in 1970. Three-fourths of these were in private practice. The outlook is good in this profession through the 1970's.

SUGGESTED TEACHING METHODS

AUDIO-VISUAL AND RESOURCE MATERIALS

TEACHER'S COMMENTS

CURRICULUM:

1. Prepare a socio-drama depicting an international convention of teenagers who have come together to discuss their respective family systems.

2. Have some students prepare a panel discussion on the following topic:

What is Love?

3. Using cartoons and magazine asvertisements, prepare a bulletin board exhibit to portray the various stages of family life - namely, childhood, adolescence, dating, courtship, marriage, parenthood, grandparenthood, and widowhood (or widowerhood).

CAREER:

1. Have an attorney speak to the class on responsibilities and opportunities in the law profession.

CURRICULUM:

1. Education Service Center, Region 20:

16mm film--
2378 Courtship and Marriage

- 2., San Antonio Public Library:

16mm films--
Choosing for Happiness
Marriage Today
Roots of Happiness
You and Your Family

CAREER:

1. School Counselor or Librarian:

SRA Occupational Brief # 9
Dictionary of Occupational Titles
Occupational Outlook Handbook

- 2., Write to:

American Bar Association
155 East 60th Street
Chicago, Illinois 60637

4. Harlandale Audio-Visual Center:

cassette tape--
Cas.T.-47 Lawyer

URRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RELIGION	The student should be able to perform the following activities:	CONCEPT: Clergymen have the responsibility of directing their own church.	CLERGYMAN: 1. The modern clergyman has a variety of duties. The religious leader of today almost has to be involved in modern life.
- Functions	1. Define <u>religion</u> .		
- Concepts of supernatural	2. List six functions of religion.		
- Magic and religion	3. Name and explain three concepts on the supernatural.		2. There are more than 300,000 clergymen in the United States. This includes about 6,000 Jewish rabbis, 59,600 Roman Catholic priests, and 240,000 Protestant ministers.
- Religion and society	4. In a three page paper, contrast and compare religion with magic, society, marriage, and other institutions.	OBJECTIVE: The student should be able to name at least three responsibilities of a clergyman.	3. Today there is a shortage of clergymen in almost all faiths. This shortage is expected to continue through the 1970's.
- Religion and marriage	5. Define the terms <u>cult</u> and <u>sect</u> .		
- The church, sect, cult	6. Name five universal religions.		
- Universal religions			
- Trends today			

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a report on some of the problems faced by minor religious sect or groups in the United States today. 2. Have some students prepare a panel discussion on the church-state relationship in the United States. 3. Have the students read Hartwell Spence's book, <u>The Story of America's Religions</u>. CAREER: 1. Have the students research the history of the religion of their choice, including the duties and responsibilities of the clergy of the particular denomination chosen.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2381 Four Religions, part I 2382 Four Religions, part II 4090 The Buddhist World 8266 Medieval Times - Role of the Church 5245 The Hindu World CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 67 Dictionary of Occupational Titles <u>Occupational Outlook Handbook</u> 2. Write to: National Center for Church Vocations 1307 South Wabash Avenue Chicago, Illinois 60605 3. Harlandale Audio-Visual Center: magnetic tapes- Mag.T.-293 Protestant Clergymen Mag.T.-293 Rabbis Mag.T.-293 Roman Catholic Priests	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EDUCATION - Role in society - Control - American education - Higher education - Administration - Segregation - Contemporary methods	The student should be able to perform the following activities: 1. In a two page paper, explain the role of education in society. 2. In a two page paper, compare and contrast the American educational system to those of Great Britain, Germany, Russia, and Japan. 3. List some recent changes in the American educational system.	CONCEPT: School superintendents have the leading role in the administration of a school. OBJECTIVE: The student should be able to name the job responsibilities and duties of a school superintendent.	SCHOOL SUPERINTENDENTS: 1. The kinds of tasks a superintendent performs depend on the size, type, and needs of his community. Some of the main areas of his responsibility are the budget, physical plant, equipment, educational policies, attendance, community relations, etc. 2. At least a master's degree is necessary with certificate for school superintendents. 3. Salaries vary greatly: usually from \$12,000 to \$50,000.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students make a comparative study of the educational institutions in the United States with those of Great Britain, Germany, Russia, and Japan. 2. Have the students research curriculum changes that have taken place in their school during the last twenty years. Combine the data collected into a report or an article for the school newspaper. 3. Have the students prepare a panel discussion on the following topic: Are Mass Media Meeting Their Educational Responsibilities? CAREER: 1. Ask a school administrator to speak to the class about the work of a superintendent.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2044 Drop Out 18941 Odyssey of a Dropout 2. Harlandale Audio-Visual Center: record with filmstrip- PR-342 Dropping Out: Road to Nowhere filmstrip- P-61 Illiteracy: a Social Problem 3. San Antonio Public Library: 16mm film- The Dropout CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 293 Dictionary of Occupational Titles <u>Occupational Outlook Handbook</u> 2. Write to: American Association of School Administration 1201 Sixteenth Street, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MINORITIES - Social integration - Segregation - Cultural aspects	The student should be able to perform the following activities: 1. Make a list of the minority groups in his own community. 2. In a two page paper, discuss the special problems faced by American children of racially mixed marriages. 3. Name the three races. 4. Briefly distinguish between <u>race</u> and <u>national origin</u>. 5. Explain the meaning of the term "blood falacy" as it relates to race.	CONCEPT: In recent years, the courts' rulings have greatly changed the idea of segregation. OBJECTIVE: The student should be able to list at least three types of judges. Examples: County Judge, Supreme Court Justice, etc.	JUDGES: 1. It is the responsibility of the judge to apply the law, once the facts of a case have become evident. 2. Federal judges are appointed by the President of the United States, subject to confirmation by the Senate. In some states, the judges are appointed by the governor; in others by the state legislature; in the majority of the states they are elected by the people. 3. All federal and most state judges are chosen from the ranks of the legal profession. 4. Salaries range from as low as \$16,000 for some state trial court judges to \$62,500 for the Chief Justice of the Supreme Court.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students present a panel discussion on the following question: Is it possible to have separate but equal facilities for minority groups? 2. Have the student make a study of the treatment accorded Americans of Japanese descent during World War II. 3. Prepare a bulletin board display consisting of pictures of outstanding American citizens who are members of minority groups. 4. Have the students present a panel discussion on the following topic: Assimilation and Amalgamation as Possible Steps Toward Solving Minority Problems. CAREER: 1. Ask a judge to speak to the class about his profession.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8174 History of the Negro in America, part I 8175 History of the Negro in America, part II 8176 History of the Negro in America, part III CAREER: 1. Harlandale Audio-Visual Center: filmstrips- M-3 The Federal Courts T-92 Justice Thurgood Marshall 2. School Counselor or Librarian: SRA Occupational Brief # 395 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 3. Write to: North American Judges Association 1401 Pennsylvania Avenue, N.W. Washington, D.C. 20004	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDUSTRIALIZATION - Industrial man - Worker and unions - Technological patterns - Social relations - Group achievement - Classification of workers	The student should be able to perform the following activities: 1. Define <u>industrialization</u>. 2. Write a two page paper on the social impact of the factory system. 3. List some advantages and disadvantages of unions. 4. Briefly explain the classifications of workers.	CONCEPT: Many new jobs were begun due to the creation of labor unions. One of these was the union business agent. OBJECTIVE: The student should be able to list the two primary duties of a union business agent.	UNION BUSINESS AGENT: 1. Union business agents serve on committees to negotiate contracts and head grievance committees. His other duties vary depending on the local area in which he works. Some other duties might be to sign new members, represent the union in community activities, supervise office staff, etc. 2. The requirements vary, but a high school education is usually the minimum.
			3. Business agents earn an average of \$10,000 or more a year. 4. The employment outlook in this field is fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a panel discussion on the social impact of the factory system. 2. Have the students make a bulletin board display depicting industrialization. 3. Have the students research the history of the unions in the United States. CAREER: 1. Ask a local union business agent to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 393 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Federation of Labor and Congress of Industrial Organizations 815 Sixteenth Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
URBANIZATION - The urban man - Origin of cities - Modern city - Characteristics - Effects - Urban versus rural - City planning - The future city	The student should be able to perform the following activities: 1. In a one page paper, explain what the term "city" means to him. 2. Briefly explain why the replacement of slum-level dwellings with modern housing often fails to solve the problem of urban blight. 3. Define <u>megapolopolis</u>. 4. Compare and contrast an urban and a rural area. 5. List the three aspects of city planning.	CONCEPT: Many modern cities are moving to the city manager type of government. OBJECTIVE: The student should be able to list at least two job responsibilities of a city manager.	CITY MANAGER: 1. City managers develop, administer, and supervise city government in line with policies set by the mayor and the council. They appoint and supervise department heads and other employees; see that all laws and ordinances are enforced; etc. 2. A bachelor's or master's degree in public administration, political science, business administration, of the social sciences is usually required. 3. Salaries vary according to the size of the city. They usually make from \$9,000 to \$30,000. 4. The employment opportunities in this field are fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students present panel discussions on the following topics: The Place of the Suburbs in Modern American Life; Slums as a Source of Many Modern American Problems; and Fluoridation of Water: pros and cons. 2. Have the students prepare a report on federal programs for slum clearance and urban renewal. 3. Ask a member of the city planning commission to speak to the class about the objectives and work accomplishments of the group. CAREER: 1. Ask a city manager to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films-- 8895 The Welfare 8324 Portrait of the Inner City 2366 The Challenge of Urban Renewal 2. San Antonio Public Library: 16mm films-- Suburban Living: Six Solutions The City and the Future The Green City The Living City CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 96 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: International City Management Association 1140 Connecticut Avenue, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POLITICAL SOCIOLOGY - Political man - Concept of freedom - Function of government - The nation - Totalitarianism - Social revolution - Modern government	The student should be able to perform the following activities: 1. Define <u>freedom</u>. 2. List the five functions of government. 3. Briefly explain <u>totalitarianism</u>. 4. Define <u>social revolution</u>.	CONCEPT: Those who study government are called political scientists. OBJECTIVE: The student should be able to explain the type of work done by political scientists.	POLITICAL SCIENTISTS: 1. Political scientists study government- what it is and does, how it operates, and how it affects the governed at every level. They analyze patterns and sources of political power, study domestic and foreign affairs, and collect and analyze facts. 2. A political scientist usually holds a master's degree in political science, international relations, or public administration. A Ph.D. is highly desirable. 3. Most college professors of political science earn from \$8,000 to \$15,000 + a year. The salary in government jobs is somewhat higher. 4. There are about 15,000 political scientists in the United States.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a panel discussion on how political events are influenced by social forces. 2. Have the students prepare collages depicting social revolution: mass action directed at the overthrow of a government. 3. Have the students research various interest groups in the United States and how they have affected government. CAREER: 1. Ask a political scientist to visit the class to discuss his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8334 Quest for Freedom CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 366 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Political Science Association 1527 New Hampshire Avenue, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Political Scientists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SOCIAL CHANGE - Definition - Causes - Types - Other factors	The student should be able to perform the following activities: 1. Define <u>social change</u>. 2. List six possible causes of social change. 3. Name two types of social change. 4. In a two page paper, list and explain three additional factors in change.	CONCEPT: Technological change is a possible cause of social change. For instance: the invention of the printing press allows the diffusion of knowledge to more people than ever before, thus altering the way they look at the world. OBJECTIVE: The student should be able to explain the type of work done by compositors.	COMPOSITORS: 1. Compositors set type by machine or by hand. By machine, they press keys similar to typewriters; machine duplicate the letters by hand, they select letters needed, assemble in correct order and arrange in galleys and lock into forms. 2. High school graduation plus a four to six year apprenticeship is required. 3. The average salary is \$3.77 an hour. 4. The employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a panel discussion on the social impact of the factory system. 2. Have the students research various social changes in the American society. 3. Have the students prepare a bulletin board depicting social changes. CAREER: 1. Ask a compositor to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8508 The Computer Revolution 8696 Technicians in Our Changing World 8674 What is Automation CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 90 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: National Council of the Graphic Arts Industry 1411 K Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CRIME AND DELINQUENCY - Definitions - Characteristics - Police and Crime - Criminality and society - Criminal's world - Delinquency - Community reaction	The student should be able to perform the following activities: 1. Define <u>criminal behavior</u>. 2. List some causes of delinquency. 3. Name two ways communities respond to crime. 4. In a three page paper, discuss the causes of crime.	CONCEPT: The prevention and control of crime are some of the responsibilities of police officers. OBJECTIVE: The student should be able to list five duties and responsibilities of a policeman. Examples: patrol streets, investigate crimes, etc.	POLICEMAN: 1. In a small community, policemen handle many police duties. In large police departments, policemen are usually assigned to a specific duty. 2. Usually a high school diploma is required for this job. Local civil service regulations generally govern the appointments of policemen. Emphasis is placed on post-high school training and courses taken in sociology, psychology, minority relations, and law enforcement. 3. In 1970, entrance salaries averaged \$8,500. 4. In 1970, there were 330,000 full-time policemen and policewomen in local police departments. The employment outlook in this field is very favorable through the 1970's.

SUGGESTED TEACHING METHODS

AUDIO-VISUAL AND RESOURCE MATERIALS

TEACHER'S COMMENTS

CURRICULUM:

1. Have the students prepare a panel discussion on the following topic: Should Laws and Punishments be Made Uniform Throughout the United States?
2. Have the students gather statistics on the changing crime rate in your community.
3. Have the students prepare a chart of the juvenile court system of the United States.

CAREER:

1. Ask a local police officer to speak to the class about his job.

CURRICULUM:

1. Education Service Center, Region 20:

16mm films-

- 2395 The Story of a Prisoner
- 2289 Beyond LSD - A Film for Concerned Adults and Teenagers
- 8187 Hooked
- 2339 LSD - Insight on Insanity
- 2340 Marijuana

2. San Antonio Public Library:

16mm films-

- Children in Trouble
- Who's Delinquent

CAREER:

1. Harlandale Audio-Visual Center:

filmstrip-

- T-82 Police and Police Protection

cassette tape-

- Ca.T.-29 Policeman

2. San Antonio Public Library:

16mm film-

- The Policeman and His Job

3. Harlandale Occupational Orientation Office:

tape-

- Your Future as a Policeman and Policewoman

4. School Counselor or Librarian:

- SRA Occupational Briefs # 54 and # 107
- Dictionary of Occupational Titles
- Occupational Outlook Handbook

A P P E N D I X

SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

- | | |
|---|-----------------------------------|
| 1. Interviews | 24. Resource person |
| 2. Skits | 25. Brainstorming |
| 3. Theme writing | 26. Games |
| 4. Bulletin Boards | 27. Research projects |
| 5. Debates | 28. Demonstrations |
| 6. General Discussion | 29. Prepare lists |
| 7. Small group discussion | 30. Radio and Television Programs |
| 8. Committee work | 31. Projects |
| 9. Individual or group study | 32. Illustrations |
| 10. Oral reports | 33. Chalktalks |
| 11. Newspaper articles | 34. Panel discussions |
| 12. Field trips | 35. Make files |
| 13. Movies | 36. Tests |
| 14. Filmstrips | 37. Problem solving |
| 15. Slides | 38. Prepare charts and graphs |
| 16. Overhead and/or
opaque projections | 39. Window displays |
| 17. Collect want ads | 40. Write letters |
| 18. Write want ads | 41. Assigned reading |
| 19. Employment Security Commission
job lists | 42. Thought problems |
| 20. Exhibits | 43. Prepare speeches |
| 21. Collect materials | 44. Notebooks |
| 22. Observation | 45. Scrapbooks |
| 23. Role playing | 46. Lecture |

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

GLOSSARY OF SIGNIFICANT TERMS AND NAMES IN SOCIOLOGY

1. Acculturation
2. Achieved Status
3. Acting Crowd
4. Adjustment
5. Affective Commitment
6. Age Ratio
7. Agriculture
8. Animatism
9. Animism
10. Anonymity
11. Apartheid
12. Ascribed Status
13. Assimilation
14. Association
15. Association Group
16. Associational Norms
17. Bandwagon
18. Belief System
19. Biological Factor
20. Bureaucracy
21. Campaign
22. Card-Stacking
23. Caste
24. Casual Crowd
25. Causality
26. Centralization
27. Charles Cooley
28. Checks and Balances
29. Church
30. Citizen
31. City
32. Class
33. Class Conflict
34. Collective Bargaining
35. College
36. Community Response
37. Competition
38. Concentration
39. Concentric Zone Theory
40. Conflict
41. Conformity
42. Conjugal
43. Consanguine
44. Conservation
45. Continuing Socialization
46. Contract.
47. Control
48. Cooperation
49. Counter Propaganda
50. Craft Technology
51. Craft Union
52. Crescive Institution
53. Crime
54. Crowd
55. Cult
56. Cultural Anthropology
57. Cultural Complex
58. Cultural Conflict
59. Cultural Lag
60. Cultural Pluralism
61. Cultural Trait
62. Culture
63. De Facto Segregation
64. Decentralization
65. Delinquency
66. Demographic
67. Demography
68. Displacement
69. Divorce
70. E.B. Tylor
71. Ecological Determinism
72. Ecology
73. Economics
74. Education
75. Emigration
76. Emile Durkheim
77. Enacted Institution
78. Endogamy
79. Equalitarianism
80. Estates
81. Ethnic Subcultures
82. Ethnocentrism
83. Ethnography
84. Ethnology
85. Ethos
86. Exogamy
87. Expressive Crowd
88. Face-to-Face Groups
89. Fads
90. Family
91. Fealty
92. Federal Government
93. Ferdinand Tonnies
94. Fertility
95. Feudalism
96. Folkways
97. Forced Migration
98. Formal Structure
99. Freedom
100. Functional Analysis
101. Gang
102. Ghettos
103. Gini
104. Glittering Generality
105. Government
106. Group
107. Herbert Spencer
108. Heterogeneity
109. Human Geography
110. "Ideal-Self"
111. Ideas
112. Identification
113. Immigration
114. Individualism
115. Industrial Suburbs
116. Industrial Union
117. Industrialization
118. Informal Education
119. Informal Structure
120. Institution

121. Integration
122. Interest Groups
123. Invasion
124. Isolation
125. Key States
126. Kinship
127. Language
128. Laws
129. Leadership
130. Lester Ward
131. Life Expectancy
132. "Life-Styles"
133. Linguistics
134. Long Range Change
135. "Looking-Glass Self"
136. Malthus
137. Mana
138. Marriage
139. Material Culture
140. Material Success
141. Matriarchal
142. Matrilineal
143. Matrilocal
144. Max Weber
145. Megalopolis
146. Metropolitan Area
147. Migration
148. Monogamy
149. Monotheism
150. Morbidity Rate
151. Mores
152. Mortality Rate
153. Multiple Nuclei Theory
154. Nationalism
155. Neighborhood
156. Non-Material Culture
157. Occupational Subculture
158. Objective Approach
159. Panic
160. Pantheism
161. Patriarchal
162. Patrilineal
163. Patrilocal
164. Patriotism
165. Peer Groups
166. Political Party
167. Political Science
168. Polls
169. Polygamy
170. Polytheism
171. Pressure Groups
172. Prestige
173. Primary Group
174. Primary Relations
175. Profane
176. Propaganda
177. Prophet
178. Public
179. Public Opinion
180. Rate
181. Reference Group
182. Regional Community
183. Regional Subcultures
184. Renewal
185. Reproduction
186. Reputational Approach
187. Resocialization
188. Riot
189. Role
190. Romantic Love
191. Rumor
192. Rural Sociology
193. Sacred
194. Sadler
195. Sect
196. Sector Theory
197. Secondary Groups
198. Secondary Relations
199. Secularism
200. Security
201. Segregation
202. Selection of Mate
203. Sex Ratio
204. Short Range Change
205. Social Change
206. Social Class
207. Social Distance
208. Social Ethics
209. Social Groups
210. Social Mobility
211. Social Movements
212. Social Order
213. Social Psychology
214. Social Relations
215. Social Revolution
216. Socialization
217. Societal Group
218. Socio-Cultural Drift
219. Sociology
220. State College
221. Statistical Group
222. Status
223. Status Groups
224. "Status Panic"
225. Status Symbols
226. Status Transfer
227. Stratification
228. Structured Conflict
229. Subjective Approach
230. Symbol
231. Taboo
232. Technical School
233. Technology
234. Testimonial
235. Unemployment
236. Union
237. Urban Sociology
238. Urbanization
239. W.L. Warner
240. Wage Earner
241. William Sumner

ORGANIZATIONS FOR CAREER INFORMATION

1. American Anthropological Association
3700 Massachusetts Avenue, N.W.
Washington, D.C. 20016
2. American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D.C. 20036
3. American Association of Physical Anthropologists
Francis E. Johnson; Secretary-Treasurer
c/o University of Texas
Box 8179, University Station
Austin, Texas 78712
4. American Association of School Administrators
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
5. American Association of University Professors
1 Dupont Circle
Washington, D.C. 20036
6. American Bar Association
1155 East 60th Street
Chicago, Illinois 60637
7. American Council on Education
1 Dupont Circle
Washington, D.C. 20036
8. American Federation of Labor and Congress
of Industrial Organizations
815 Sixteenth Street, N.W.
Washington, D.C. 20006
9. American Federation of Teachers
1012 Fourteenth Street, N.W.
Washington, D.C. 20005
10. American Historical Association
400 A Street, S.E.
Washington, D.C. 20003
11. American Institute of Planners
917 Fifteenth Street, N.W.
Washington, D.C. 20005
12. American Political Science Association
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036
13. American Public Welfare Association
1313 East 60th Street
Chicago, Illinois 60637
14. American Society for Public Administration
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036
15. American Society of Planning Officials
1313 East 60th Street
Chicago, Illinois 60637
16. American Sociological Association
1722 N Street, N.W.
Washington, D.C. 20036
17. Association of American Law Schools
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036
18. B'nai B'rith Vocational Service
1640 Rhode Island Avenue N.W.
Washington, D.C. 20036
19. Education Council of the Graphic Arts Industry
1411 K Street, N.W.
Washington, D.C. 20005

20. Fashion Group, The
9 Rockefeller Plaza
New York, New York 10020
21. International Association of Chiefs of Police
1319 Eighteenth Street, N.W.
Washington, D.C. 20036
22. International City Management Association
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036
23. International Printing Pressmen and Assistants' Union of North America
1730 Rhode Island Avenue, N.W.
Washington, D.C. 20036
24. International Typographical Union
P.O. Box 157
Colorado Springs, Colorado 80901
25. National Association of Professional Baseball Leagues
720 East Broad Street
Columbus, Ohio 43215
26. National Baseball Association
2 Pennsylvania Plaza
New York, New York 10001
27. National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605
28. National Commission for Social Work Careers
2 Park Avenue
New York, New York 10016
29. National Conference of Police Associations
1609 Kenny Drive
Falls Church, Virginia 20040
30. National Council of the Churches of Christ in the U.S.A.
Department of Ministry
475 Riverside Drive
New York, New York 10027
31. National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
32. National Football League
410 Park Avenue
New York, New York 10022
33. National Municipal League
47 East 68th Street
New York, New York 10021
34. National School Boards Association
1233 Central Street
Evanston, Illinois 60201
35. New York Fashion Designers
1457 Broadway
New York, New York 10036
36. North American Judges Association
1401 Pennsylvania Avenue, N.W.
Washington, D.C. 20004
37. Organization of American Historians
c/o David E. Miller
Department of History
University of Utah
Salt Lake City, Utah 84112
38. Rural Sociological Society
c/o Department of Rural Sociology
South Dakota State University
Brookings, South Dakota 57006
39. Serra International
22 West Monroe Street
Chicago, Illinois 60603

40. Society of American Archivists
University of Michigan
Rackham Building
Ann Arbor, Michigan 48104
41. Society for American Archaeology
3700 Massachusetts Avenue, N.W.
Washington, D.C. 20016
42. U.S. Department of Health, Education, and
Welfare
Office of Education
Washington, D.C. 20202

PERIODICALS FOR CAREER INFORMATION

1. AFL - CIO News
815 Sixteenth Street, N.W.
Washington, D.C. 20006
2. American Antiquity
3700 Massachusetts Avenue, N.W.
Washington, D.C. 20016
3. American Archivist, The
The National Archives
Washington, D.C. 20408
4. American Association of University
Professors Bulletin
1 Dupont Circle
Washington, D.C. 20036
5. American Bar Association Journal
1155 East 60th Street
Chicago, Illinois 60637
6. American Federationist
815 Sixteenth Street, N.W.
Washington, D.C. 20006
7. American Heritage
551 Fifth Avenue
New York, New York 10017
8. American Historical Review
866 Third Avenue
New York, New York 10022
9. American Journal of Archaeology
260 West Broadway
New York, New York 10013
10. American Journal of Sociology
University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637
12. American Political Science Review
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036
12. American Psychologist
1200 Seventeenth Street, N.W.
Washington, D.C. 20036
14. American School Board Journal, The
1233 Central Street
Evanston, Illinois 60201
15. American Sociological Review
1722 N Street, N.W.
Washington, D.C. 20036
16. American Teacher
1012 Fourteenth Street, N.W.
Washington, D.C. 20005
17. Anthropological Quarterly
620 Michigan Avenue, N.E.
Washington, D.C. 20017
18. Apparel Manufacturer
111 Fourth Avenue
New York, New York 10003
19. ASPO Newsletter
1313 East 60th Street
Chicago, Illinois 60637
20. Current History
1822 Ludlow Street
Philadelphia, Pennsylvania 19103
21. Future Teachers of America Newsletter
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

22. Grade Teacher
23 Leroy Avenue
Darien, Connecticut 06820
23. Graphic Arts Monthly
7373 North Lincoln Avenue
Lincolnwood, Illinois 60646
24. Inland Painter - American Lithographer
300 West Adams Street
Chicago, Illinois 60606
25. National Civic Review
47 East 68th Street
New York, New York 10021
26. National Council of the Churches of Christ:
in the U.S.A.
Department of Ministry
475 Riverside Drive
New York, New York 10027
27. National Sheriff
714 Transportation Building
Washington, D.C. 20006
28. Nation's Schools, The
1050 Merchandise Mart Plaza
Chicago, Illinois 60654
29. NEA Journal
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
30. Police Chief, The
1319 Eighteenth Street
Washington, D.C. 20036
31. Political Science
1427 New Hampshire Avenue, N.W.
Washington, D.C. 20036
32. Public Management
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036
33. Public Welfare
1313 East 60th Street
Chicago, Illinois 60637
34. School Management
22 West Putnam Avenue
Greenwich, Connecticut 06830
35. Serra International
22 West Monroe Street
Chicago, Illinois 60603
36. Social Work
2 Park Avenue
New York, New York 10016
37. Sporting News
1212 North Lindbergh Boulevard
St. Louis, Missouri 63132
38. Sports Illustrated
9 Rockefeller Plaza
New York, New York 10020
39. Typographical Journal
P.O. Box 2341
Colorado Springs, Colorado 80901
40. Western Apparel Industry
112 West Ninth Street
Los Angeles, California 90015
41. Women's Wear Daily
7 East 12th Street
New York, New York 10003

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- Career Opportunities in the Graphic Communications Industries. Pittsburgh: Graphic Arts Technical Foundation, 1967.
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- Career in Sociology, A. (Free.) Washington: American Sociological Society.
- Career in Typography Today, A. Washington: International Typographic Composition Assn., 1967.

- Careers in City Management. (Booklet; 35¢.) Washington: B'nai B'rith Vocational Service.
- Careers in Graphic Commissions. Pittsburgh: Education Council of the Graphic Arts Industry.
- Careers in History with Historical Organizations. (Brochure; free.) Nashville, Tenn.: American Assn. for State and Local History.
- Careers in Law. (Pamphlet; 25¢.) Chicago: American Bar Assn., 1962.
- Careers in the Rabbinate. Washington: B'nai B'rith Vocational Service, 1969.
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Real World of the Beginning Teacher. Washington: National Education Assn., 1966.

Report by the President's Commission on Law Enforcement and Administration of Justice: The Challenge of Crime in a Free Society, A. Washington: Government Printing Office, February, 1967.

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AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
A Family Affair	16mm	Mental Health Film Board	31 min.	B/W
Americans All	16mm	MOT Forum Education	16 min.	B/W
Answering the Child's Why	16mm	Encyclopedia Britannica Educational Corp.	13 min.	B/W
Anthropologists	Mag.T.	Brown & Associates		
Belonging to the Group	16mm	Encyclopedia Britannica Educational Corp.	16 min.	B/W
Beyond LSD - A Film for Concerned Adults and Teenagers	16mm	Film Associates of California	25 min.	C
Challenge of Urban Renewal, The	16mm	Films, Inc.	29 min.	C
Children on the Move	16mm	Coronet Films	22 min.	C
Children's Emotions	16mm	McGraw-Hill Textfilms	22 min.	B/W
Chosing for Happiness	16mm	McGraw-Hill Textfilms	14 min.	B/W
City and the Future, The	16mm	Sterling Educational Films	28 min.	B/W
Computer Revolution, The	16mm	Films Associates of California	24 min.	C
Conserving Our Forests Today	16mm	Coronet Films	11 min.	C
Conserving Our Mineral Resources	16mm	Coronet Films	11 min.	C
Conserving Our Water Resources	16mm	Coronet Films	11 min.	C
Courtship and Marriage	16mm	McGraw-Hill Textfilms	60 min.	B/W
Drop Out	16mm	McGraw-Hill Textfilms	27 min.	B/W
Dropout, The	16mm	Davies	11 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR	
				B/W	
Early Social Behavior	16mm	Encyclopedia Britannica Educational Corp.	11 min.	B/W	
Evolution and Extinction	Rec/FS	Singer/SVE		C	
Facing Reality	16mm	McGraw-Hill Textfilms	12 min.	B/W	
Family Life	16mm	Coronet Films	10 min.	B/W	
Federal Courts, The	FS	Encyclopedia Britannica Educational Corp.		C	
Feeling of Hostility	16mm	National Film Board of Canada	27 min.	B/W	
Golf Professional	Cas.T.	Educational Progress Corp.			
Green City, The	16mm	Stuart Finley	23 min.	C	
High School Teacher	Cas.T.	Educational Progress Corp.			
Historians	Mag.T.	Brown & Associates			
Hooked	16mm	Churchill Films	20 min.	B/W	
How to Solve a Problem	16mm	Film Association of California	12 min.	C	
Improve Your Personality	16mm	Coronet Films	10 min.	B/W	
Individual Differences	16mm	McGraw-Hill Textfilms	23 min.	B/W	
Justice Thurgood Marshall	FS	Bailey Film Associates		C	
Land of Immigrants	16mm	Churchill Films	16 min.	C	
Lawyer	Cas.T.	Educational Progress Corp.			
Life with Baby	16mm	MOT Forum Education	18 min.	B/W	
Living City, The	16mm	Encyclopedia Britannica Educational Corp.	24 min.	B/W	

AUDIO-VISUAL SOURCE INFORMATION

COLOR OR
B/W

TITLE

TYPE

SOURCE

TIME

LSD - Insight on Insanity

Man on the Land

Marijuana

Marriage Today

Merry-Go-Round

Odyssey of a Dropout

Parents Are People, Too

Persistent Seed, The

Pesticides

Phoebe - Story of a Premarital Pregnancy

Police and Police Protection

Policeman

Political Scientists

Pollution

Population Ecology

Population Ecology

Population Patterns in the United States

Population Statistics

Population Trends

Bailey Film Associates

Oil Industry Information Committee

Bailey Film Associates

McGraw-Hill Textfilms

McGraw-Hill Textfilms

Coronet Films

McGraw-Hill Textfilms

Henk Newenhouse, Inc.

Singer/SVE

McGraw-Hill Textfilms

Eye Gate House

Brown & Associates

Brown & Associates

Singer/SVE

Encyclopedia Britannica
Educational Corp.

McGraw-Hill Textfilms

Coronet Films

Singer/SVE

Singer/SVE

18 min.

16 min.

34 min.

22 min.

23 min.

19 min.

15 min.

14 min.

29 min.

19 min.

28 min.

11 min.

C

C

C

B/W

B/W

B/W

B/W

C

C

B/W

C

C

B/W

C

C

C

C

AUDIO-VISUAL SOURCE INFORMATION

TITLE

TYPE

SOURCE

TIME

COLOR OR
B/W

Portrait of the Inner City

16mm

McGraw-Hill Textfilms

15 min.

B/W

Prehistoric Images - The First Art of Man

16mm

Brandon Films

17 min.

C

Professor

Cas.T.

Educational Progress Corp.

Protestant Clergymen

Mag.T.

Brown & Associates

Psychological Differences Between the Sexes

16mm

McGraw-Hill Textfilms

14 min.

C

Public Opinion

16mm

Encyclopedic Britannica
Educational Corp.

11 min.

B/W

Rabbis

Mag.T.

Brown & Associates

Roman Catholic Priests

Mag.T.

Brown & Associates

Roots of Happiness

16mm

International Film Board

25 min.

B/W

Shyness

16mm

National Film Board of Canada

23 min.

B/W

Social Service and the Social Worker

FS

Eye Gate House

C

Social Worker

Mag.T.

Brown & Associates

Social Worker

Cas.T.

Educational Progress Corp.

Sociologists

Mag.T.

Brown & Associates

Some Ecological Consideration

Rec/FS

Singer/SVE

C

Standing Room Only

16mm

McGraw-Hill Textfilms

25 min.

C

Story of a Prisoner, The

16mm

Stanton Films

26 min.

B/W

Suburban Living: Six Solutions

16mm

International Film Board

59 min.

B/W

Technicians in Our Changing World

16mm

Stanton Films

14 min.

C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
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To Clear the Air	16mm	Universal Education Visual Arts	20 min.	C
Tomorrow Will Not Wait	16mm	United States Government	15 min.	C
VD - See Your Doctor	16mm	Sterling Educational Films	22 min.	C
Welfare, The	16mm	University of California (Berkeley)	17 min.	B/W
What Color Are You?	16mm	Encyclopedia Britannica Educational Corp.	15 min.	C
What is Automation	16mm	Film Associates of California	14 min.	C
What is Ecology	16mm	Encyclopedia Britannica Educational Corp.	11 min.	B/W
Who's Delinquent?	16mm	McGraw-Hill Textfilms	16 min.	B/W
You and Your Family	16mm	Association Films	8 min.	B/W
Your Future as a Policeman and Policewoman	Mag.T.	Guidance Associates		

KEY

16mm ----- 16mm film
 Mag.T. ----- magnetic tape
 Cas.T. ----- cassette tape
 Rec/FS ----- record with filmstrip
 FS ----- filmstrip

**THESE PAGES WERE
REMOVED MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.**

23. Actual Mechanical Advantage

$$AMA = \frac{F_r}{F_e}$$

AMA is actual mechanical advantage; F_r is resistance force; F_e is effort force.

24. Efficiency

$$\text{Efficiency} = \frac{AMA}{IMA} \times 100\%$$

$$\text{or Efficiency} = \frac{W_{\text{output}}}{W_{\text{input}}} \times 100\%$$

AMA is actual mechanical advantage; IMA is ideal mechanical advantage; W_{output} is work output; W_{input} is work input.

25. Lever

$$IMA = \frac{l_e}{l_r}$$

IMA is ideal mechanical advantage; l_e is length of effort arm; l_r is length of resistance arm.

26. Pulley

$$IMA = n$$

IMA is ideal mechanical advantage; n is number of strands supporting movable block.

27. Wheel and Axle

$$IMA = \frac{C}{c} = \frac{D}{d} = \frac{R}{r}$$

IMA is ideal mechanical advantage; C , D , and R are circumference, diameter, and radius, respectively, of wheel; c , d , and r are circumference, diameter, and radius, respectively, of axle.

28. Inclined Plane

1. When Force Acts Parallel to Plane

$$IMA = \frac{l}{h}$$

IMA is ideal mechanical advantage; l is length of plane; h is height of plane.

2. When Force Acts Parallel to Base of Plane

$$IMA = \frac{b}{h}$$

IMA is ideal mechanical advantage; b is base of plane; h is height of plane.

29. Screw

$$IMA = \frac{2\pi r}{d}$$

IMA is ideal mechanical advantage; r is length of arm on which effort force acts; d is pitch of screw.

30. Density

$$D_m = \frac{m}{V} \text{ or } D_w = \frac{w}{V}$$

D_m is mass density; m is mass; V is volume; D_w is weight density; w is weight.

31. Hooke's Law

$$Y = \frac{F l}{A \Delta l}$$

Y is elastic modulus; F is applied stress; l is original length; Δl is strain; A is cross-sectional area.

SOME USEFUL FORMULAS

32. Pressure

$$p = \frac{F}{A}$$

p is pressure; F is force; A is area.

33. Liquid Pressure

$$p = hD_w$$

p is pressure; h is depth; D_w is weight density.

34. Hydraulic Press

$$\text{IMA} = \frac{A_r}{A_e} = \frac{d_r^2}{d_e^2} = \frac{r^2}{R^2}$$

IMA is ideal mechanical advantage; A_r , d_r , and r_R are area, diameter, and radius, respectively, of the resistance piston; A_e , d_e , and r_E are area, diameter, and radius, respectively, of the effort piston.

35. Archimedes' Principle - Floating Solid

$$\frac{D_s}{D_l} = \frac{h_{\text{sub}}}{h_s}$$

D_s is density of solid; D_l is density of liquid; h_{sub} is depth of solid submerged; h_s is total depth of solid.

36. Boyle's Law

$$pV = p'V'$$

p is original pressure; V is original volume; p' is new pressure; V' is new volume.

37. Bernoulli's Principle

$$p + \frac{K.E.}{V} = k$$

p is pressure; K.E. is kinetic energy; V is volume; k is a constant.

38. Temperature Conversion

1. Fahrenheit to Centigrade

$$T_c = \frac{5}{9} (T_f - 32^\circ)$$

T_c is Centigrade temperature; T_f is Fahrenheit temperature.

2. Centigrade to Fahrenheit

$$T_f = \frac{9}{5} T_c + 32^\circ$$

T_f is Fahrenheit temperature; T_c is Centigrade temperature.

39. Linear Expansion

$$\Delta l = \alpha l (T - T_0)$$

l is increase in length; α is coefficient of linear expansion; l is original length; T is final temperature; T_0 is original temperature.

40. Volume Expansion

$$\Delta V = \beta V (T - T_0)$$

ΔV is increase in volume; β is coefficient of volume expansion; V is original volume; T is final temperature; T_0 is original temperature.

SOME USEFUL FORMULAS

41. Kelvin Temperature

$$T_k = T_c + 273^{\circ}$$

T_k is Kelvin temperature; T_c is Centigrade temperature.

42. Charles' Law

$$\frac{V}{T_k} = \frac{V'}{T_k'}$$

V is original volume; T_k is original Kelvin temperature; V' is new volume; T_k' is new Kelvin temperature.

43. Boyle's and Charles' Laws Combined

$$\frac{pV}{T_k} = \frac{p'V'}{T_k'}$$

p , V , and T_k are original pressure, volume, and Kelvin temperature, respectively; p' , V' , and T_k' are new pressure, volume, and Kelvin temperature, respectively.

44. Mechanical Equivalent of Heat

$$W = JQ$$

W is work; J is mechanical equivalent of heat; Q is heat.

45. Heat Engine Efficiency

$$\text{Efficiency} = \frac{T_{k1} - T_{k2}}{T_{k1}} \times 100\%$$

T_{k1} is input Kelvin temperature; T_{k2} is exhaust Kelvin temperature.

46. Wave Formula

$$v = f\lambda$$

v is wave speed; f is frequency; λ is wave length.

47. Focal Length of Mirrors and Lenses

$$\frac{1}{f} = \frac{1}{D_o} + \frac{1}{D_i}$$

f is focal length; D_o is object distance; D_i is image distance.

48. Index of Refraction

$$n = \frac{\sin i}{\sin r}$$

n is index of refraction; i is the angle of incidence; r is the angle of refraction.

49. Illumination

1. Uniformly Illuminated Surface

$$E = \frac{F}{A}$$

E is illumination; F is luminous flux; A is area uniformly illuminated.

ADDITIONAL SOURCES FOR CAREER INFORMATION

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1815 North Fort Myer Drive
Arlington, Virginia 22209
2. Alexander Graham Bell Association
for the Deaf, Inc.
1537 Thirty-Fifth Street, N.W.
Washington, D.C. 20007
3. Amalgamated Transit Union
5025 Wisconsin Avenue, N.W.
Washington, D.C. 20016
4. American Association for the Advancement
of Science
Section D
1515 Massachusetts Avenue, N.W.
Washington, D.C. 20005
5. American Chemical Society
1155 Sixteenth Street, N.W.
Washington, D.C. 20006
6. American Federation of Television and
Radio Artists
724 Fifth Avenue
New York, New York 10019
7. American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037
8. American Helicopter Society
141 East 44th Street
New York, New York 10017
9. American Institute of Architects
1735 New York Avenue, N.W.
Washington, D.C. 20006
10. American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017
11. American Institute of Industrial Engineers
345 East 47th Street
New York, New York 10017
12. American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610
13. American Music Conference
332 South Michigan Avenue
Chicago, Illinois 60610
14. American Newspaper Guild
1126 Sixteenth Street, N.W.
Washington, D.C. 20036
15. American Society of Heating, Refrigeration
and Air-Conditioning Engineers, Inc.
345 East 47th Street
New York, New York 10017
16. American Society of Mechanical Engineers
United Engineering Centers
345 East 47th Street
New York, New York 10017
17. American Sociological Association
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

ADDITIONAL SOURCES FOR CAREER INFORMATION

18. American Trucking Associations, Inc.
1616 P Street
Washington, D.C. 20036
19. Archaeological Institute of America
100 Washington Square East
New York, New York 10003
20. Automotive Service Industry Association
230 North Michigan Avenue
Chicago, Illinois 60601
21. Business Equipment Manufacturers
Association
235 East 42nd Street
New York, New York 10017
22. Electronic Industries Association
2001 Eye Street, N.W.
Washington, D.C. 20006
23. Engineers' Council for Professional
Development
345 East 47th Street
New York, New York 10017
24. Farm and Industrial Equipment Institute
410 North Michigan Avenue
Chicago, Illinois 60611
25. Farm Equipment Manufacturers Association
230 South Bemiston Avenue
St. Louis, Missouri 63105
26. Flight Engineers' International Association
905 Sixteenth Street, N.W.
Washington, D.C. 20006
27. Gas Appliance Manufacturers Association
60 East 42nd Street
New York, New York 10017
28. Helicopter Association of America
825 Dupont Circle Building
Washington, D.C. 20036
29. Independent Garage Owners of America
624 South Michigan Avenue
Chicago, Illinois 60605
30. Independent Motion Picture Producer's
Association
1765 Sycamore Avenue
Hollywood, California 90028
31. Independent Union of Plant Protection
Employees
230 North Street
Pittsfield, Massachusetts 01201
32. International Alliance of Theatrical
Stage Employees and Moving Picture
Machine Operators of the United States
and Canada
1270 Avenue of the Americas, Suite 1900
New York, New York 10020
33. International Association of Fire
Fighters (AFL-CIO)
905 Sixteenth Street, N.W.
Washington, D.C. 20006
34. International Material Management
Society, The
2200 Fuller Road
Ann Arbor, Michigan 48105

ADDITIONAL SOURCES FOR CAREER INFORMATION

35. Material Handling Equipment Distributors Association
20 North Wacker Drive
Chicago, Illinois 60606
36. Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036
37. Music Educators National Conference
1201 Sixteenth Street
Washington, D.C. 20036
38. National Aerospace Services Association
1725 De Sales Street, N.W.
Washington, D.C. 20036
39. National Alliance of Television and Electronic Service Association
5908 South Troy Street
Chicago, Illinois 60629
40. National Appliance and Radio-TV Dealers Association
318 West Randolph Street
Chicago, Illinois 60606
41. National Architectural Accrediting Board
521 Eighteenth Street, N.W.
Washington, D.C. 20006
42. National Association of Broadcast Employees and Technicians
80 East Jackson Boulevard
Chicago, Illinois 60604
43. National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C. 20036
44. National Association of Hearing and Speech Agencies
919 Eighteenth Street, N.W.
Washington, D.C. 20006
45. National Association of Home Builders
1625 L Street, N.W.
Washington, D.C. 20036
46. National Association of Motor Bus Owners
839 Seventeenth Street, N.W.
Washington, D.C. 20006
47. National Association of Power Engineers, Inc.
176 West Adams Street
Chicago, Illinois 60603
48. National Association of Schools of Music
1501 New Hampshire Avenue, N.W.
Washington, D.C. 20036
49. National Council on Crime and Delinquency
44 East 23rd Street
New York, New York 10010
50. National Farm and Power Equipment Dealers Association
2340 Hampton Avenue
St. Louis, Missouri 63139

ADDITIONAL SOURCES FOR CAREER INFORMATION

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| <p>51.. National Fire Protection Association
60 Batterymarch Street
Boston, Massachusetts 02110</p> <p>52. National Machine Tool Builders' Association
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007</p> <p>53. National Music Council
2109 Broadway
New York, New York 10023</p> <p>54. National Office Machine Dealers Association
2510 Dempster
Des Plaines, Illinois 60016</p> <p>55. National Piano Manufacturers Association
of America, Inc.
435 North Michigan Avenue
Chicago, Illinois 60611</p> <p>56. National Press Photographers Association
P. O. Box 1146
Durham, North Carolina 27702</p> <p>57. National Society of Professional Engineers
2029 K Street, N.W.
Washington, D.C. 20006</p> <p>58. National Warm Air Heating and Air
Conditioning Association
640 Engineers Building
Cleveland, Ohio 44114</p> <p>59. Oak Ridge Institute of Nuclear Studies
P. O. Box 117
Oak Ridge, Tennessee 37831</p> | <p>60. Piano Technicians Guild
512 First Avenue
Seattle, Washington 98109</p> <p>61. Pile Drivers, Bridge, Wharf, Dock
Carpenters, Welders, Divers, Rig
Builders, Drillers and Rotary Helpers
Union
c/o United Brotherhood of Carpenters
and Joiners of America
101 Constitution Avenue, N.W.
Washington, D.C. 20001</p> <p>62. Scientific Apparatus Makers Association
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036</p> <p>63. Screen Actors Guild
7750 Sunset Boulevard
Hollywood, California 90046</p> <p>64. Society for American Archaeology
3700 Massachusetts Avenue, N.W.
Washington, D.C. 20016</p> <p>65. Society for General Systems Research
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20006</p> <p>66. Society for Industrial and Applied
Mathematics
33 South 17th Street
Philadelphia, Pennsylvania 19103</p> <p>67. Society of American Registered Architects
182 Jefferson Place, N.W.
Washington, D.C. 20036</p> |
|---|--|

ADDITIONAL SOURCES FOR CAREER INFORMATION

68. Society of Exploration Geophysicists
Box 3098
Tulsa, Oklahoma 74101
69. Society of Illustrators
129 East 63rd Street
New York, New York 10012
70. Society of Naval Architects and Marine
Engineers
74 Trinity Place
New York, New York 10006
71. Transport Workers Union of America
1980 Broadway
New York, New York 10025
72. United Plant Guard Workers of America
14214 East Jefferson Avenue
Detroit, Michigan 48215
73. Utility Workers of America
1725 K Street, N.W.
Washington, D.C. 20006
74. Vertical Lift Aircraft Council
1725 De Sales Street, N.W.
Washington, D.C. 20036
75. Western Union Telegraph Company
60 Hudson Street
New York, New York 10013

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